



SEN Policy

September 2024



1. Introduction

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with The Director and The Manager.

2. Contact

The main contact with regards to SEN is Martin Coy (Manager and Deputy safeguarding Lead). If you are not happy with the response then contact Andrew Burlison (Director and Safeguarding Lead).

3. Long Term Aim of this Policy Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice. 6
6. To provide support and advice for all staff working with SEND pupils.

3. Identification of SEN

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Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.



The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs. Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

4. Supporting Pupils at School with Medical Conditions

At World we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. 5 Some may also have SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

School/Alternative Provider SEND Protocol

This protocol explains the duties and responsibilities of schools and alternative provision settings when placing children and young people with special educational needs and disability (SEND) in an alternative provision setting for part of their education.

This protocol is for school leadership teams, special educational needs co-ordinators, managers of alternative provision settings and staff responsible for delivering the curriculum offer within alternative provision settings.

School to Alternative Provision Provider

From the outset, both an emergency contact and a regular named point of contact for the student must be confirmed and direct contact details shared with providers.

School must as part of the transition to Alternative Provision complete the standardised referral form and attach Pastoral Support Plan, Risk Assessment, Positive Handling Plan, SEN Support Plan as a minimum requirement.

All parts of the referral form must be completed and the supporting documentation box to be considered and responded to so that providers receive all relevant student information. Lack of information from the outset will only delay the admission of the student to an appropriate placement.

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School must be clear on what they want and need from the placement. Placing students with a provider which matches their skills, interests and aspirations is crucial to success.

Providers need time to review the referral form and ask questions, time to prepare staff, assign the most appropriate staff.

Providers need an opportunity to meet the student as part of the admission process and to confirm induction arrangements including transport arrangements, administration of medication, equipment needed where applicable.

Alternative Provision Provider to School

Providers want to establish and maintain a two way partnership with schools.

From the outset, both an emergency contact and a regular named point of contact for the student must be confirmed and direct contact details shared with the school.

Providers know that there is a need to provide schools with a full picture of the provision and to hold realistic conversations of how needs of the student will be met as well as any specific logistical details, for example, transport arrangements, administration of medication, equipment needed.

Providers to provide regular reviews, updates and reports, evidence of outcome, contribute to clear exit plans, attend review meetings for support plans and EHCP where applicable and have regular contact with schools when they visit the student in the setting.

Policy Review

This policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy document will be reviewed in September 2025.

Signed by:

Martin Coy (General Manager)

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